

Business Internship I

BUS

Online

Required Texts:

The Intern Files, How to Get, Keep & Make the Most of Your Internship, ISBN: 9781416909217

Hello Real World! A Student's Approach to Great Internships, Co-Ops, and Entry Level Positions, ISBN: 141962315X

Course Description:

This course connects classroom learning to experience in a workplace setting. Students will design a field study that meets their personal and professional goals. The classroom component may include critical analysis and reflection on an occupation, service to the community, exploration of the roles and responsibilities of citizens, and making connections between learning and the field study. The course consists of at least 15 hours of class time and 80 hours in the field. Prerequisite: Working in a Professional Environment.

Essential Objectives:

1. Apply classroom knowledge to an off-campus work environment, gain practical work experience and develop problem solving techniques related to daily business operations.
2. Enhance the learning gained in the field experience through a process of reflection and exhibit a positive transformation in personal business skills.
3. Display a professional manner and image and demonstrate initiative and responsibility.
4. Demonstrate effective workplace communication and teamwork skills.
5. Research and establish a strategic plan to achieve personal and professional goals while reflecting on personal interest and aptitude for the career explored during the internship.
6. Identify the roles and responsibilities of a business as a citizen in the community and develop professional community service goals.
7. Examine the attributes of professional business networks and initiate steps to build a professional business network.
8. Research the ethical implications related to business and, in particular, to the field of study.

Course Outline:

The class will consist of completing an 80 hour internship, discussion boards, journal writing, homework assignments, a service learning project and a portfolio about your internship. Additionally, students will be required to participate in two 3-way phone calls with their internship supervisor and the instructor. The first will be at the beginning of the semester and the second at the end of the semester. The course will be divided into 7 sessions. The first session will be 3 weeks and the remaining sessions will be 2 weeks.

Internship: Students will be required to complete an 80 hour internship at a site relating to their degree and professional goals. This internship must be completed in order to pass the course. Prior to the course beginning you should have been working with the CCV Internship Coordinator, Mary Clements, to secure an appropriate internship. Although, there will be some flexibility in how many internship hours you complete each week, the ideal internship would consist of completing 6-7 hours per week for 12 weeks. In this scenario, the first two weeks of

the course would be spent reviewing the skills learned in the Working in a Professional Environment Course and completing internship agreement forms and goals. The last week of the course would be spent sharing the portfolio of your internship work, completing evaluations and wrapping up any remaining tasks that need to be completed. Your final internship schedule will need to be approved by both the internship supervisor and your instructor before you begin. An hour log will be provided for you to record your progress throughout the semester.

Attendance:

Session attendance will be graded based on your participation in the forum postings. If you participate once during the session, you will receive 5 points, twice - 7 points and 3 times - 10 points. I strongly encourage you to attend **every** session.

Homework:

Homework will be assigned at the beginning of each session and you will have until the end of the session to complete the assignment. Homework will be graded and feedback provided within one week of being turned in. ***Late homework will not be accepted.***

Journals:

As a means for reflecting on and evaluating your internship experiences and how the experiences relate to your coursework, there will be a journal assignment during each session. A journal prompt will be provided for you and your response must be completed by the end of the week. See rubric below for grading criteria.

Forum Postings Grading & Criteria: Forum topics will be posted each session. The grading criteria below apply to each forum topic. There may be more than one topic in each session and each one will be graded individually.

A Discussion (9-10 points) - participated on 3 separate days, minimum of 5 posts

A-level postings...

- Are made in a timely fashion, giving others an opportunity to respond
- Are thoughtful, and analyze the content or question asked
- Make connections to other content and real-life situations
- Extend discussions already taking place, or pose new possibilities or opinions not previously voiced

B Discussion (7-8) - participated on 2 separate days, minimum of 4 posts

B-level postings...

- Are made in a timely fashion, giving others an opportunity to respond
- Are thoughtful, and analyze the content or question asked
- Make connections to previous or current content or to real-life situations, but the connections are unclear, not firmly established or are not obvious
- Contain novel ideas, connections, and/or real-world applications, but they may lack depth, detail and/or explanation

C Discussion (6) - participated on 1 day only, minimum of 2 posts

C-level postings...

- Are usually, but not always, made in a timely fashion
- Are generally accurate, but the actual information they deliver seems thin and commonplace
- Make limited, vague connections between class readings and postings by other students
- Contain few novel ideas, reflecting what other students have already posted, and what
- Class readings clearly articulate

D-F Discussion (0-5) - participated on 1 day only, 1 post

D & F-level postings...

- are not made in a timely fashion, if at all, keeping other students from reading and responding
- are rudimentary and superficial, lacking any degree of analysis or critique
- contribute no novel ideas, connections, or real-world applications
- may be completely off topic

Service-Learning Project:

You will develop a service learning project with your internship supervisor. This project may benefit the organization where you are doing your internship or a mutually agreed upon external organization or cause. For example, you may do your internship with a manufacturing company, and your service learning project could be one where you help the manufacturing company develop energy saving policies or you may work with the manufacturing company to pull together a team of employees to do Green Up Day. This is a service-learning project which means you will provide a service either to the organization where you're interning or to the community in which you live, and at the same time you will be able to apply the knowledge you're gaining this semester to a real life experience. The project should be something that can be completed by the end of the semester. You should plan on spending at least 1 hour per week on this project. Your internship hours should not be used for completing this project. You will be graded on a written paper of your work, a PowerPoint presentation of the project and an evaluation of you by the organization you will be working with. If you and another classmate live in the same area, you could possibly team up on a project. The paper and presentation will be shared with the class and the organization you're doing the project for. They should be completed two weeks before the semester ends. This will allow enough time for them to be viewed and commented on by the end of the semester. Your project will need to be approved. This should be a fun way to implement your new knowledge and to give back to the community. It may seem a little intimidating at first, but once the ball gets rolling, I'm sure you'll find this to be a memorable experience.

Final Portfolio:

You will prepare a portfolio of your internship experience and share it with your classmates at the end of the course. See the portfolio rubric below for more information on what to include in your portfolio and how it will be graded.

Time Spent on Course:

For a typical college course you should plan on spending approximately 9 hours a week on the course. This is why four 3-credit classes would be considered a full-time college course load (9 hours x 4 classes = 36 hours a week). In this course, your time might be spent is as follows:

5-6 Hours a week - Internship
1 Hour - Service Learning Project
1 Hour - Homework
1 Hour - Forum Postings

Evaluation Criteria:

Attendance	10%
Homework Assignments	20%
Journals	20%
Forum Postings	20%
Service Learning Project	20%
Final Portfolio	10%
3-Way Calls	Pass/Fail
Internship	Pass/Fail
Total	100%

Grade Scale:

100%-97%	A+
96%-94%	A
93%-90%	A-
89%-87%	B+
86%-84%	B
83%-80%	B-
79%-77%	C+
76%-74%	C
73%-70%	C-
69%-67%	D+
66%-64%	D
63%-60%	D-

Attendance Policy: Regular attendance and participation in classes are essential components of a student's success in college and are completion requirements for courses at CCV. Please be aware that missing more than three (3) classes will result in a non-satisfactory grade.

Please note: In order to receive accommodations for disabilities in this course, students must make an appointment to see the Americans with Disabilities Coordinator in their site and bring documentation with them.

Academic Honesty: CCV has a commitment to honesty and excellence in academic work and expects the same from all students. Academic dishonesty, or cheating, can occur whenever you present -as your own work- something that you did not do. You can also be guilty of cheating if you help someone else cheat. Being unaware of what constitutes academic dishonesty (such as knowing what plagiarism is) does not absolve a student of the responsibility to be honest in his/her academic work. Academic dishonesty is taken very seriously and may lead to dismissal from the College.

Reflection Journal Rubric

	4 Points	3 Points	2 Points	1 Point
Organization	Information is very organized with well constructed paragraphs, use of subheadings, and information is factual and correct.	Information is organized with well constructed paragraphs and information is factual and correct.	Information is organized but paragraphs are not well constructed and information is factual.	The information appears to be disorganized.
Quality of Information	Information clearly relates to the question. It includes several supporting details and/or examples.	Information clearly relates to the question. It provides 1-2 supporting details and/or examples.	Information clearly relates to the question. No details and/or examples are given.	Information has little to do with the question.
Application	Journal response connects to key course ideas in a logical and coherent way.	Journal response connects to key course ideas with some coherence.	Journal response does not connect to key course ideas or does so minimally.	Journal response is a vague and does not connect to course ideas.
Format	College level writing is used. Proper grammar and spelling are displayed. The journal entry is complete and error free. Entry is 50-100 words.	Some deviation from college level writing. Entry is over or under 50-100 words.	More than 3 grammar or spelling errors. Entry is less than 50 words.	Little or no resemblance to college level writing.

Portfolio Rubric

	10 Points Extremely Strong	8 - 9 Points Strong	6 - 7 Points Not Strong	4 – 5 Points Somewhat Weak	2 -3 Points Weak	0 - 1 Points Very Weak/ Missing
Introduction Page	* Clearly outlines student roll * Clearly gives mission/background of field placement site *Website to organization included if available	*Outlines student roll *Gives mission and background of placement site. *Website to organization included if available	*Students roll may be somewhat unclear *Mission and/or background is unclear *Website to organization included if available	*Students roll fairly unclear *Mission and/or background is missing or unclear *Website not included even if there is one available	*Students roll unclear or missing *Both mission and background statement missing or unclear *Website not included even if there is one available	Major components missing or so badly explained that placement experience is not reflected at all *Website not included even if there is one available
Cover Letter	*Included	----	----	----	----	*Missing
Resume	*Included and updated to reflect field experience	----	----	Included but does not have update with field experience	----	*Missing
Internship Goal Analysis	*Included	----	----	----	----	*Missing
Service Learning Project	*Included	----	----	----	----	*Missing
WOW Factor	*Several links to relevant websites *Evidence of student's particular point of interest with program clearly reflected	* Some links to relevant websites *Some indication of student's particular point of interest	*Very few links, if any * Students point of interest not well expounded on.	* No extra links * Student's point of interest vague.	* No extra links * Student's point of interest very unclear	* Missing
Looking Back	*Reflections on the course content and process *Clearly references both degree and course objectives *Uses multiple pieces of evidence from the class - explains inclusion	*Evidence of where the student will go from here. *References both degree and course objectives * Some reflection on course content and process	*Uses adequate pieces of evidence from the class – explains inclusion *Some reference to degree and course objectives. * Some evidence of	* Vague Reflection on course *Missing reference to either degree or course objectives *Uses some class evidence – explains inclusion	*Minimal reflection on course process *Little to no reference to either set of objectives	*Very vague or short *Possibly missing

			where student will go from here.			
Looking Forward	*Detailed reflections on where student will or might go next and why. *Many (4+) links to potential future endeavors included.	*Good reflection on where student will or might go and why. *Sufficient (3 – 4) links to potential future endeavors.	*Some reflection on where student will or might go. Why is not clear. *Some (2 – 3) links to potential future endeavors.	*Little or vague indication of future plans. *May include a web site or two	*Unclear indication of future plans *One (or no) website included.	*Missing or very disconnected from course content and degree completion

Technical Aspects

	10 Points Extremely Strong	8 - 9 Points Strong	6 - 7 Points Not Strong	4 – 5 Points Weak	2 -3 Points Very Weak	0 - 1 Points Extremely Weak or Missing
Draft on Time	*YES	----	----	----	----	*NO
Mechanical (grammar, syntax, spelling)	*Free of mechanical errors	*Nearly free of mechanical errors (1-2)	*Many mechanical errors (3 – 4)	*Multiple mechanical errors (5 -6)	* Multiple (7+) mechanical errors	Too many mechanical errors
Technology Aspects	* Very easy to navigate * Extremely well organized * All links work	* Fairly easy to navigate *Very well organized * All links work	* Some trouble to navigate * Somewhat unclear organized * Some broken links	*Difficult to navigate *Unorganized * Many broken links	* Very difficult to navigate *Very unorganized *Links do not work	*Unable to access most or all of project

Tips and Notes:

The portfolio in general should be a comprehensive reflection of you experience within the course. You will have quite a bit of “artistic license” in how you represent this, and some requirements to adhere to as well.

Introduction: This is a narrative section that should be detailed – between a page or two in length. The “student roll” refers to what position and responsibility the student takes within the organization where they will complete their internship.

Cover Letter and Resume: These will be graded separately but must be included in the final Portfolio.

Internship Goal Analysis: Graded separately but must be included in the final Portfolio

Service Learning Project: Graded separately but must be included in the final Portfolio

WOW Factor: Be creative. Wow us, and maybe a future employer. A “point of interest” refers to the specifics of the population or subject matter you are focusing on. As an example: if you work in Human Services and are doing your work in a nursing home, you might have a particular interest in residents with Alzheimer’s. In this case, you might reflect your point of interest by providing links to general geriatric care, technical information on Alzheimer’s, and links to sites that specialize in family support for caring for loved ones. Use this as an opportunity to expand on your professional development by linking into national and local networks, organizations, and support systems. Don’t just include the links – *be sure to also specify why they are important and what they mean to you personally as a professional and a member of a community.*

Looking Back: Another narrative section. This should be 1 – 2 pages in length and should discuss your personal journey through the course. Be sure to specifically reference your degree specific objectives and how they were a guide in your learning process. Also reference the course objectives.

Use selected evidence from the class work that had the most impact on you – these can be copies of journals, quotes from forum postings, etc.

Since this Portfolio will be made public to your classmates, you *can and should* omit any identifying information about people you came in contact with, and can also edit for personal content if you don’t wish to share certain things about yourself. Clearly explain why you included what you did.

Looking Forward: Prepare a 1 page written paper about your future goals. You can write about the impact this internship had on you, provide links to potential future employers or institutes for further education, etc. Again – be creative, think outside and well beyond the box!

Draft on Time: The draft must be made available three weeks before the course ends so that I and your classmates have time to offer you adequate feedback and you have time to make adjustments and improvements before final submission.

Mechanical: Edit carefully for spelling, grammar and syntax. Be sure all sources are referenced properly.

Technical Aspects: Give yourself plenty of time to work with this area, especially if you are not familiar with the Content Collection or the Portfolio process.